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DESCRIPTIVE REPORT ON THE JUNE 1964 CLASS SURVEY.
STATE UNIV. OF N.Y., FARMINGDALE,AG-AND TECH.COLL.

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TO EVALUATE STUDENT ATTITUDES TOWARD SUMMER TRIMESTER SCHEDULING, A QUESTIONNAIRE WAS ADMINISTERED TO 206 ENTERING FRESHMEN. FINDINGS INDICATED THAT 37 PERCENT OF THESE STUDENTS DID NOT PREFER JUNE ENTRANCE AND THAT THE COURSE OFFERINGS UNIQUE TO FARMINGDALE HAD A BALANCING EFFECT ON ATTITUDES IN A NUMBER OF CASES. CHOICE OF COLLEGE WAS MADE IN THE JUNIOR AND SENIOR YEARS OF HIGH SCHOOL IN 56 PERCENT OF THE RESPONSES. PARENTAL INFLUENCE ON THE DECISION TO ATTEND COLLEGE WAS SIGNIFICANT IN THREE-FOURTHS OF THE CASES, ALTHOUGH GUIDANCE COUNSELORS AND FRIENDS HAD SUBSTANTIAL INFLUENCE ON THE CHOICE OF COLLEGE, THE LARGEST PERCENTAGE OF STUDENTS COME FROM NASSAU AND SUFFOLK COUNTIES AND ARE GRADUATES OF PUBLIC HIGH SCHOOLS. PARENTAL OCCUPATION WAS PRIMARILY IN THE SKILLED AND SEMI-SKILLED CLASSIFICATIONS AND IN 50 PERCENT THE HIGHEST EDUCATIONAL LEVEL OF PARENTS WAS HIGH SCHOOL. DATA ALSO DEMONSTRATED HIGH COGNIZANCE OF THE SPECIALIZED OCCUPATIONAL CURRICULUMS OFFERED BY THIS COLLEGE AND SOME AWARENESS OF FUTURE EMPLOYMENT OPPORTUNITIES. RECOMMENDATIONS TO INCREASE PUBLIC RELATIONS EFFORTS WITH REFERENCE TO THE ATTRACTIVENESS OF FARMINGDALE CURRICULUMS, YEAR-ROUND SCHEDULES, AND EMPLOYMENT PROSPECTS WERE OFFERED. (AL)

ED0109

STATE UNIVERSITY
AGRICULTURAL AND TECHNICAL INSTITUTE
AT FARMINGDALE, NEW YORK

DESCRIPTIVE REPORT
ON THE JUNE, 1964 CLASS SURVEY

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 09 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

BY
OFFICE OF ADMISSIONS
STUDENT PERSONNEL DIVISION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

The following data are a result of a survey of the June '64 freshman class at the State University at Farmingdale. The survey is an attempt to gain an understanding of the entering June class from which admission's efforts can be adjusted and directed with increased efficiency.

The June '64 Class Survey covers the following areas: 1) students' attitudes toward June entrance at Farmingdale, 2) students' motivations to enter Farmingdale in June, 3) parental influence in students' decision-making roles to attend college, 4) communication sources pertaining to Farmingdale, 5) students' major course selections, 6) students' conceptions of general goal of a Technical Institute, 7) students' conceptions of a technician's function, 8) students' intentions after graduation from State University at Farmingdale, and 9) a socio-economic profile of the students' family constellations.

Through an examination of the preceding areas it is hoped that an understanding of the June, 1964 class can be obtained.

METHODOLOGY

The June '64 Class Survey employs a highly structured questionnaire, which includes rating scales, check-off questions, fill-in questions, and open-end questions.

The design of the questionnaire is determined by certain research limitations: 1) questionnaire must be easy to fill out (students had to fill out questionnaire sitting in auditorium chairs), 2) questionnaire must not be over two pages long, and 3) it must not take more than fifteen minutes to complete (questionnaire was administered during last fifteen minutes of the student orientation assembly).

Therefore, the final design of the questionnaire, the employment, and the use of the above questions are determined and shaped by the preceding limitations.

SAMPLE

The questionnaire was administered to 206 entering freshmen students at the State University at Farmingdale. The sample consists of 103 females and 103 males, age range from 16 to 49 years of age.

SUMMARY OF FINDINGS

Fifty-eight per cent of the entering June students have graduated from Nassau County high schools, and 21 per cent of the entering students have graduated from Suffolk County high schools.

As compared to total Farmingdale enrollment, the percentage of entering June students who live in either Nassau or Suffolk County is rising.

Fifty-eight per cent of the entering June students have heard about Farmingdale through friends, present Farmingdale students, and alumni.

Fifty-six per cent of the high school graduates decide to enter college in either their junior or senior year.

Only 9 per cent of the parents are "not at all influential" in their daughters'/sons' decisions to attend college.

Educational level is less significant among female heads-of-households than among male heads-of-households in relation to their degree of influence on their daughters'/sons' decisions to attend college.

On all educational levels it is found that 34 per cent of the male heads-of-households and 35 per cent of the female heads-of-households are "highly influential" in their daughters'/sons' decisions to attend college.

Forty-nine per cent of the students state that they are attending Farmingdale because it offers the exact program that they want.

The Business Administration curriculum has the broadest geographical distribution among the June '64 class.

The students' major expectations of their selected curriculums are that they receive preparation for both the business world and for a future job (52%).

As freshmen, 12 per cent of the entering students expect to continue their education full-time after graduation; as freshmen who see themselves as graduates, 34 per cent of the students expect to continue their education full-time. Thus, as the student's educational status rises, the percentage of those who expect to continue their education full-time after graduation rises.

The Business Administration majors have the highest percentage (13%) of students who expect to continue their education full-time.

Thirty-nine per cent of the June '64 students intend to obtain a full-time position after graduation.

Thirty-nine per cent of the June '64 students expect to start their first job at salaries from $90 to $109 per week.

Eighty-eight per cent of the students are aware that a technician's function is to develop, test and apply new ideas and products.

SUMMARY OF FINDINGS CONT.

Thirty-seven per cent of the entering students do not prefer the June entrance date.

The major disadvantages of attending college in the summer are the loss of a summer vacation, difficult weather conditions, and going to school while friends and others are on vacation.

Advertising Art and Design students have the highest preference for the June entering date. Business Administration majors have the highest non-preference, for the June entrance date.

(For further information on the above data, see tables and data in the section on Findings.)

FINDINGS

TABLE 1

RESIDENTIAL (COUNTY) ORIGIN OF STUDENTS

	Total No. 206	Per Cent 100
COUNTY	No.	Per Cent
Nassau	133	65
Suffolk	43	21
Queens	11	5
Metropolitan New York City	2	*
New York State (excluding metro. N.Y.C.)	12	6
Westchester	3	1
No answer	2	*

In TABLE 1 it is found that 65 per cent of our students reside in Nassau County. This is 15 per cent higher than the number of students residing in Nassau County in the October, 1963 class. Twenty-one per cent of the students reside in Suffolk County, and the remaining 14 per cent are scattered throughout Queens, New York State, metropolitan New York City, excluding Queens, and Westchester Counties.

Thus, in comparison with the total enrollment figures for Farmingdale**, the June '64 class shows an increase in students residing in Nassau and Suffolk Counties, and a decrease in students from New York City, Queens, other New York State areas, and out-of-state.

TABLE 2

RESIDENTIAL (STATE) ORIGIN OF STUDENTS

	Total No. 206	Per Cent 100
STATE	No.	Per Cent
New York State	203	98
Pennsylvania	1	*
New Jersey	2	*

Suffice it to say that a large majority of our students resides in New York State (98%), with less than 2 per cent of the students residing in Pennsylvania and New Jersey.

* Less than 1 per cent.

** See report on: SOME DATA ON FARMINGDALE STUDENTS

TABLE 3

GEOGRAPHIC DISTRIBUTION OF PUBLIC, PRIVATE AND PAROCHIAL HIGH SCHOOLS FROM WHICH STUDENTS GRADUATED

	Total No. of Students 206	Per Cent 100	Total No. of Schools 95	Per Cent 100
COUNTY/STATE/COUNTRY	No. of Students	Per Cent	No. of Schools	Per Cent
Nassau	120	58	38	40
Suffolk	43	21	21	22
Queens	17	8	12	13
Westchester	4	2	3	3
Kings	1	*	1	1
Bronx	1	*	1	1
New York State (excl. metro. N.Y.C.)	11	5	11	12
Out of state	7	3	6	6
Foreign	2	*	2	2

In TABLE 3 it can be seen that 58 per cent of the entering June students have graduated from 38 different Nassau County high schools. Another 21 per cent of the students graduated from 21 different Suffolk County high schools. Eight per cent of the students have graduated from 12 different high schools in Queens, and 5 per cent of the students have graduated from 11 different New York State (excluding metropolitan New York City) high schools.

The data point to at least two possibilities: 1) Nassau and Suffolk County high school guidance departments are more aware of Farmingdale, or 2) Queens and other guidance departments may be aware of Farmingdale, but commuting and the opportunity for more available cheaper transportation to city colleges may deter them from attending Farmingdale (this is an area for further study).

TABLE 4

FARMINGDALE STUDENTS' HIGH SCHOOL DISTRIBUTIONS AMONG PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS

	Total No. of Students 206	Per Cent 100	Total No. of Schools 95	Per Cent 100
TYPE	No. of Students	Per Cent	No. of Schools	Per Cent
Public	191	93	82	86
Private	3	1	3	3
Parochial	12	6	10	11

TABLE 4 clearly points out that a large majority of the students in the June class is from public schools (93%). Six per cent of the students are from parochial high schools, and 1 per cent of the students are from private high schools.

* Less than 1 per cent

TABLE 5

WHERE STUDENTS HEARD ABOUT FARMINGDALE

	Total No. 206**	Per Cent 100**
SOURCES	No.	Per Cent
High school guidance teacher	72	35
Friends	52	25
Former Farmingdale students	42	20
Present Farmingdale students	26	13
College bulletin	13	6
High school teacher	10	5
Other	2	*

In TABLE 5 it can be seen that some type of student acquaintance is the major source of communication. That is, 58 per cent of the entering June students have heard about Farmingdale through friends, present Farmingdale students, and alumni. A second source for Farmingdale is the high school guidance counselor (35%) and the high school teacher (5%), who represent the formal communication sources.

TABLE 6

STUDENTS' TIME DECISIONS TO ENTER COLLEGE

	Total No. 206	Per Cent 100
TIME	No.	Per Cent
Senior in high school	69	33
Junior in high school	47	23
Sophomore in high school	32	16
After you have graduated	31	15
Other	23	11
No answer	4	2

TABLE 6 shows us that some students have decided to enter college as early as their sophomore year. But the majority (56%) of the students decides in either the junior or senior year in high school.

* Less than 1 per cent

** Exceeds total because of multiple answers

TABLE 7a

PARENTAL INFLUENCE ON STUDENTS' DECISIONS TO ATTEND COLLEGE

	Total No. 206	Per Cent 100
STATEMENTS	No.	Per Cent
Highly influential	74	36
Somewhat influential	95	46
Not very influential	16	8
Not at all influential	18	9
No answer, don't know	3	1

In TABLE 7a it can be seen that 36 per cent of the parents are "Highly influential" and that 46 per cent of the parents are "Somewhat influential" in their daughters'/sons' decisions to attend college. More significant is that only 9 per cent of the parents are "Not at all influential" in their childrens' decisions to attend college.

TABLE 7b

PARENTAL INFLUENCE OF STUDENTS' DECISIONS TO ATTEND COLLEGE IN RELATION TO EDUCATION OF MALE HEAD-OF-HOUSEHOLD
(Sub-Samples)

	Total No. 206	Total No. of Highly Influential Parents 73	
EDUCATION	No. in Sub-Samples	No. of Highly Influential Parents	Per Cent*
Grade School	36	11	31
High School	97	30	31
Business/Trade School	18	8	44
College	34	18	53
Other	12	4	33
No answer	9	2	22

In TABLE 7b it can be seen that 31 per cent of the sub-sample of high school educated male heads-of-households are "Highly Influential" in their daughters/sons' decisions to attend college. Also, it can be noted that among the college educated male heads-of-households 53 per cent of the sub-sample are "Highly Influential" in their daughters'/sons' decisions to attend college.

Therefore, as the educational level of the male head-of-household rises, it is found that a higher percentage of male heads-of-households are "Highly Influential" in their childrens' decisions to attend college.

* Exceeds 100 per cent because of sub-sample bases

PARENTAL INFLUENCE ON STUDENTS' DECISIONS TO ATTEND COLLEGE
IN RELATION TO EDUCATION OF FEMALE HEAD-OF-HOUSEHOLD

	Total No. 206	Total No. of Highly Influential Parents 74	
EDUCATION	No. in Sub-Sample	No. of Highly Influential Parents	Per Cent**
Grade School	28	8	29
High School	116	44	38
Business/Trade School	22	5	23
College	24	10	42
Other	8	5	63
No answer	8	2	25

In TABLE 7c the percentage difference between high school educated and college educated female heads-of-households who are "Highly Influential" in their daughters'/sons' decisions to attend college is not as great as the percentage difference found between high school educated and college educated male heads-of-households (see TABLE 7b).

But it can be said that as educational level rises for both female and male heads-of-households, the percentage of parents who are "Highly Influential" in their childrens' decisions to attend college increases.

TABLE 8

STUDENTS' REASONS FOR ATTENDING FARMINGDALE

	Total No. 206****	Per Cent 100***
STATEMENTS	No.	Per Cent
Offers the exact program that I want	101	49
College that I really want to attend	39	19
Offers best preparation for a future job	33	16
Nearest school to my home	28	14
Only college that accepted me	7	3
Only college that I could afford	5	2
Convenient all around	1	*
Not sure want four years of college	1	*
Foundation for four years of college	1	*
No answer, don't know	3	1

In TABLE 8, 49 per cent of the students attend Farmingdale because they feel that Farmingdale offers the exact college program that they want. Supporting this reason, 19 per cent of the students feel that this is the college they really want to attend, and another 10 per cent feel that Farmingdale offers the best preparation for a future job.

The above data also show that at least 65 per cent of the students are quite clear about why they want to attend Farmingdale and that they come to Farmingdale to satisfy specific needs.

* Less than 1 per cent
** Exceeds 100 per cent because of sub-sample bases
*** Exceeds 100 per cent because of multiple answers
**** Exceeds total because of multiple answers

MAJOR CURRICULUM SELECTION AMONG JUNE '64 STUDENTS

	Total No. 206	Per Cent 100
MAJOR FIELD	No.	Per Cent
Advertising Art and Design	48	23
Business Administration	43	21
Secretarial Science--Advertising	35	17
Electrical Technology	32	16
Nursing	22	11
Secretarial Science--Industrial	13	6
Engineering Science	13	6

In TABLE 9a Advertising Art and Design is first choice of the students. Second choice is Business Administration and third is Secretarial Science--Advertising. Electrical Technology is chosen fourth, followed by Nursing, Secretarial Science--Industrial and Engineering Science.

The data indicate that increased consideration could be given to both Secretarial Science--Industrial and Engineering Science to increase interest among future students. The preceding statement is supported by the following: If we apply the overall attrition rate (40%) to these two curriculums, the second year programs in these fields will not have enough students to warrant a class or course, thus possibly creating a staffing and curriculum problem.

TABLE 9b

STUDENTS' CURRICULUM CHOICES AND THEIR GEOGRAPHIC DISTRIBUTIONS

	Total No. 206	Per Cent 100				
CURRICULUM	Nassau	Suffolk	Queens	Metro. N.Y.C.	N.Y.S.	Westchester
Nursing	3%	5%	*%	*%	*%	*%
Sec. Sci.--Adv.	16	1	*	*	*	*
Sec. Sci.--Indus.	4	1	*	*	*	*
Business Admin.	14	3	2	*	1	*
Engineering Sci.	4	1	*	*	*	*
Adv. Art. & Design	14	4	*	*	3	*
Electrical Tech.	9	4	*	*	*	*

In TABLE 9b the broadest geographical distribution occurs among the Business Administration majors. The next broadest distribution occurs among the Advertising Art and Design students. The Nursing, Secretarial Science--Advertising, Secretarial Science--Industrial, Engineering Science and Electrical Technology students are all distributed in Nassau and Suffolk counties.

* Less than 1 per cent

TABLE 10

STUDENTS' EXPECTATIONS OF SELECTED PROGRAM

	Total No. 206	Per Cent 100
EXPECTATIONS	No.	Per Cent
Preparation for business world and a future job	107	52
Get a good background in field of study	53	26
Well-rounded education to continue on	24	12
R. N. in Nursing	8	4
Understanding of people and "things" in life	5	2
No answer, don't know	9	4

TABLE 10 points to two major students' expectations: 1) they expect preparation for the business world and a future job (52%), and 2) they expect to receive a good background in their field of study (26%).

In addition to the above, 12 per cent of the students want a well-rounded education that will permit them to continue their college studies after graduation.

TABLE 11a

STUDENTS' EXPECTATIONS AFTER GRADUATION

	Total No. 206	Per Cent 100
EXPECTATIONS	No.	Per Cent
Get a job	80	39
Continue education full-time	69	34
Get a job and attend school part-time	28	13
Don't know	29	14

The students' expectations (see TABLE 10) of their selected programs before graduation are partly in line with their after-graduation expectations. That is, students expect job preparation during college and then expect to obtain a job after graduation (52%).

But a deviation occurs in TABLE 11 where it is found that 34 per cent of the entering students expect to continue their education full-time after graduation, while only 12 per cent (see TABLE 10) of the students expect to continue their education when they are in the entering stage of college.

Therefore, it could be said that the percentage of students who expect to continue their college education appears to depend on their college status--freshman or graduate.

STUDENTS' EXPECTATIONS AFTER GRADUATION IN RELATION TO STUDENT CURRICULUM CHOICE

	Total No. 206	Per Cent 100					
STATEMENTS	NURS.	SA	SI	BA	ES	AAD	ET
Continue my education full-time	3%	*%	*%	13%	5%	5%	6%
Full-time work/part-time education	3	*	*	1	*	4	3
Get a job	4	14	5	3	*	11	3
Don't know	*	2	*	3	*	4	3

In TABLE 11b it is found that among those students who intend to continue their education full-time, the Business Administration majors have the highest percentage (13%). Next highest are the Electrical Technology majors (6%), followed by the Engineering Science majors (5%), Advertising Art and Design majors (5%), and Nursing majors (3%). Less than 2 per cent of the Secretarial Science--Advertising and Industrial majors expect to continue their education full-time after graduation.

TABLE 12

BEGINNING SALARY EXPECTATIONS AFTER RECEIVING DEGREE

	Total No. 206	Per Cent 100
SALARY EXPECTATIONS	No.	Per Cent
Under $70 per week	3	1
$70 to $79 per week	20	10
$80 to $89 per week	36	17
$90 to $99 per week	40	20
$100 to $109 per week	39	19
$110 to $119 per week	15	7
Over $120 per week	16	8
Don't know	36	17
No answer	1	*

It is interesting to note that in TABLE 12, 39 per cent of the students expect to earn from $90 to $109 per week as a beginning salary. Another group of students (17%) has a slightly lower starting salary expectation--$80 to $89 per week.

In addition to the above, only 1 per cent of the students expect to start at a salary lower than $70 per week, while 8 per cent of the students expect to begin at a salary over $120 per week. Also, 17 per cent don't know what to expect as their beginning salary.

(The average weekly salary of the June, 1961 graduating class was $91.)**

* Less than 1 per cent

** Report on Placement Progress and Further Education of Alumni, 1962.

STUDENTS' SELECTIONS OF STATEMENT THAT BEST DESCRIBES
A TECHNICAL INSTITUTE'S GENERAL GOAL**

	Total No. 206	Per Cent 100
STATEMENTS	No.	Per Cent
A school that prepares you for an occupational field	127	62
A school that trains you to perform a specific job	47	23
A school that specializes in training you for further education	31	14
No answer, don't know	1	*

In TABLE 13 it can be seen that 62 per cent of the entering students selected the correct statement (top statement). Only 23 per cent of the students feel that a Technical Institute trains you for a specific job, and 14 per cent feel that it trains you for further education.

TABLE 14

STUDENTS' SELECTIONS OF STATEMENT THAT BEST DESCRIBES
A TECHNICIAN'S FUNCTION***

	Total No. 206	Per Cent 100
STATEMENTS	No.	Per Cent
A technician helps to develop, test and apply new ideas and products	181	88
A technician formulates new ideas to creats new products and services	20	10
A technician makes products	2	*
No answer, don't know	3	1

In TABLE 14 a majority of the entering June students (88%) selected the correct answer (top statement). Only 10 per cent of the students were incorrect, while 1 per cent did not know or did not answer.

Thus, large majorities (88% and 62%) of the entering students hold presently acceptable conceptions of both the general goal of a technical institute and the function of a technician.

The implication that can be considered is that many of the entering students know why they are coming to Farmingdale, know what type school it is, and have a good conception of the roles that they expect to fulfill as future technicians.

* Less than 1 per cent

** The correct statement that represents the Institute's general goal is based on information taken from a booklet titled, Technician Career Opportunities in Engineering Technologies.

*** Ibid.

TABLE 15

STUDENTS' REASONS FOR ENTERING FARMINGDALE IN JUNE

	Total No.	Per Cent
	206	100
STATEMENTS	**No.**	**Per Cent**
Preferred this date over the others	78	38
No other entrance date available	77	37
Entrance date really doesn't matter	48	24
Don't know, no answer	3	1

The above data show that almost as many students (37%) do not prefer the June entrance date as those who do (38%). Another 24 per cent feel that the entrance date really does not matter.

The significance for Admissions is found in the 37 per cent of the students who do not prefer the June entrance date. That is, Admissions faces the possibility of losing up to 37 per cent of the applicants by offering them a June entrance date (it must also be kept in mind that the above data does not include the percentage of students who actually refused admittance to Farmingdale because of the June date). Of course, the 37 per cent possibility loss must be accompanied by other factors: for example, 1) students must have a chance of being admitted to another college, 2) they must be able to obtain their educational goals elsewhere, and 3) they must be able to afford another college.

Thus, there are mitigating factors that could reduce the possible loss of 37 per cent of our future applicants. Nevertheless, the possibility remains.

The data also point to another factor: 37 per cent of the students who have accepted admission to Farmingdale are doing so in a "negative sense," at least at the beginning of their college career. This is not conducive to a positive frame of mind that is needed to start a college career.

TABLE 16

DISADVANTAGES OF STARTING COLLEGE IN JUNE

	Total No. 206	Per Cent 100
DISADVANTAGES	No.	Per Cent
No summer vacation	60	29
Too hot to study in the summer	40	19
Study when others are on vacation (friends)	27	13
Difficult to concentrate	22	11
Cannot go to the beach, summer distractions	10	5
No job to get financial help before entering college	10	5
No time to prepare for college	2	*
None	13	6
Don't know, no answer	22	11

The above data in TABLE 16 point to the following disadvantages of attending college in summer: 1) no summer vacation (29%), 2) too hot to study in summer (19%), 3) study when others and friends are on vacation (13%), and 4) difficult to concentrate (11%).

Other reasons mentioned are: cannot go to the beach (5%), no job to get financial help before entering college (5%), and no time to prepare for college. Six per cent feel that there are no disadvantages in attending college in the summer.

The disadvantages in attending college in the summer appear to be summed up by the students' losing a summer vacation with their friends and trying to study under difficult seasonal weather conditions.

A secondary--although not secondary to the student--disadvantage is the lack of an opportunity to earn money during the summer for college expenses.

* Less than 1 per cent

TABLE 17

STUDENTS' ATTITUDES TOWARD ENTERING FARMINGDALE IN JUNE IN RELATION TO STUDENTS' CURRICULUM CHOICES

	Total No. 206	Per Cent 100					
STATEMENTS	NURS.	SA	SI	BA	ES	AAD	ET
Preferred this entrance date over the others	5%	5%	3%	4%	3%	10%	8%
No other entrance date available	2	9	2	12	2	6	4
Entrance date does not matter	4	3	*	5	*	7	3
No answer, don't know	1	-	-	-	-	-	-

In TABLE 17 two significant factors emerge: 1) the Advertising Art and Design majors have the highest preference (10%) for the June entrance date; 2) the Business Administration majors have the highest non-preference (12%) for the June entering date.

The Electrical Technology majors have the second highest preference (8%) for the June entrance date, and the Secretarial Science Advertising majors have the second highest non-preference (9%) for the June entering date.

TABLE 18

STUDENTS' DECISIONS TO ATTEND FARMINGDALE IN RELATION TO STUDENTS' DECISIONS TO ENTER FARMINGDALE IN JUNE

	Total No. 206	Per Cent 100	
STATEMENTS	Prefer June Date	Do Not Prefer June Date	Date Does Not Matter
Nearest school to my home	2%	3%	2%
Only college that I could afford	*	1	*
College I really wanted to attend	8	9	2
Only college that accepted me	*	1	*
Offers exact program I want	19	14	15
Offers best preparation for a future job	7	7	2
Other	*	*	2

In TABLE 18 it appears that among the students who prefer the June entering date, 19 per cent decided to enter Farmingdale because it offers the exact program that they want. Another 15 per cent who feel the entrance date does not matter said that they decided to enter Farmingdale because they could take the exact program that they want. Fourteen per cent of the students who do not prefer the June entrance date also decided to enter Farmingdale because they could take the exact program that they want.

Therefore, it appears that if a student's major reason for entering Farmingdale is based on the fact that he can obtain the exact program that he wants, there is a possibility of inducing up to 14 per cent of the students who do not prefer to enter college in June to attend.

In addition to this, it is also possible to induce another 9 per cent of the students who do not prefer the June entrance date if they feel that Farmingdale is the college that they really want to attend.

* Less than 1 per cent

SOCIO-ECONOMIC BACKGROUND OF MALE AND FEMALE HEAD-OF-HOUSEHOLD

TABLE 19

OCCUPATION OF MALE HEAD-OF-HOUSEHOLD

	Total No. 206	Per Cent 100
OCCUPATION	No.	Per Cent
Professional	24	12
Managerial	27	13
Skilled	59	29
Semi-Skilled	48	23
Unskilled	20	10
Unemployed/Retired/Disabled	6	3
Deceased	4	2
No answer	18	8

TABLE 20

EDUCATION OF MALE HEAD-OF-HOUSEHOLD

	Total No. 206	Per Cent 100
EDUCATION	No.	Per Cent
Grade School	36	17
High School	97	48
Business/Trade School	18	8
College	34	17
Other	12	6
No answer	9	4

TABLE 21

EDUCATION OF FEMALE HEAD-OF-HOUSEHOLD

	Total No. 206	Per Cent 100
EDUCATION	No.	Per Cent
Grade School	28	13
High School	116	56
Business/Trade/Nursing	22	11
College	24	12
Other	8	4
No answer	8	4

SOCIO-ECONOMIC BACKGROUND OF MALE AND FEMALE

HEAD-OF-HOUSEHOLD

TABLE 22

TOTAL FAMILY INCOME

	Total No. 206	Per Cent 100
INCOME	No.	Per Cent
Under $3000	10	5
$3000 - $4999	16	8
$5000 - $6999	38	18
$7000 - $8999	41	20
$9000 - $9999	14	7
Over $10,000	41	20
No answer	46	22

CONCLUSIONS

DIRECTIONS FOR THE FUTURE

Increased efforts should be made to explain the advantages of the year-round calendar, featuring three entry dates in certain curricula, to high school guidance counselors.

An effort should be made to bring students into direct contact with Farmingdale facilities and faculty.

Efforts should be made to inform parents about Farmingdale's function, role, goals and new programs.

Emphasize the opportunity for students to take a curriculum that they cannot receive from other nearby colleges.

Develop an enrollment build-up program for Secretarial Science--Industrial and Engineering Science to avoid class cancellations and staffing problems that might occur for the second year students.

Emphasize the opportunity for students to receive training at Farmingdale for a future career in the business world.

Emphasize placement figures for each curriculum.

Stress the possibilities for further training after graduation from Farmingdale, if the student prefers to continue his education.

Explain the possibility of obtaining beginning salary expectations after graduation from Farmingdale.

Stress the idea that a Farmingdale education prepares you for highly technical occupational fields, not just for vocational jobs.

Stress the functions of a technician's on-the-job duties.

Build up programs to counteract the disadvantages of attending college during the summer.

Stress the opportunity for students to begin their college career immediately after completing high school, rather than waiting until September to enter college.

The preceding conclusions suggest that certain new public relation's and admission's approaches are needed if Farmingdale expects to increase its enrollment for its year-round operation.